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SELF-CONTROL.

"He that ruleth his spirit is better than he that taketh a city."

By self-control, I do not mean merely suppressing outbursts of passion, but entire obedience to our better judgment and reason in all the conduct of life. Whatever our judgment and reason bid us do, we must do: whenever they bid us go, we must go: and whenever they bid us stop, we must stop.

The great battle of life is *within*, between the reason and the passions and propensities. He who is victor *here*, takes higher rank among heroes, than he who conquers a city, omniscient wisdom being judge. Achilles, at the siege of Troy, is no compeer for the humble peasant who has gained a conquest over his passions in the hour of temptation, and brought all his faculties into subjection to his reason.

The ordinary external struggles of life are comparative trifles in themselves. It matters little how they result. The ambitious man gathers up his resources for a mighty enterprise—it may be better that he be disappointed. Embarrassment blocks up the way of the man of business, and he summons all his energy to remove it—it may be best that he should fail. Whatever may be the result of such struggles, the combatant may come forth from them with all the noble qualities of his manhood unimpaired. But when the passions are aroused, and take the field against reason, clamoring imperiously for indulging, the contest is for life. The stake is not a mere transient external advantage, but *manhood itself*, with all its heaven-bestowed endowments. "That *lost*, all is lost!" When passion has conquered and become master,—what have you left?—a brute,

may worse, a melancholy wreck of what was once a man, the noblest work of God—a glorious empire in anarchy and ruin.

"Gnothi seauton"—"Know thyself"—was the noble inscription written over the door of the Delphic Temple, where mortals were wont to seek the counsel of the gods. *Govern thyself*, would be a nobler inscription—as much superior as the teachings of Him who came from Heaven, to the philosophy of ancient Greece.

The young should be habitually and constantly trained to this *one great duty, self-control*. How shall it be done?

The teacher must first train himself. He should stand before his school, day after day, a *model* of self-control. Never should his pupil see him neglect his duty, yield to a difficulty, flinch from an unpleasant task, or give loose reign to his passions. Example in this thing will be tenfold more powerful than advice merely. Let *him* be thus firm, resolute and uniform, and his power over those about him will be like that of the sun over the lesser orbs of the solar system. They will yield a far more prompt and cheerful obedience to this silent, unpretending influence, than to any ostentatious display of authority. The mightiest influences over matter and mind are imperceptible and noiseless. As electricity, by induction, without spark or report, diffuses itself, and brings surrounding bodies under its mysterious influence, so the *model teacher*, by the silent power of a faultless example, shall make a model school. In electrotype, metals in solution, and therefore invisible, are so uniformly deposited on an immersed model, that a copy is produced so exact that it cannot be distinguished from the original, in form, though of a different metal. The teacher—if I may so speak, is surrounded by a moral atmosphere, in which his whole character is held in solution, and is transferred, by an invisible process, to his pupils, making them, in character and spirit, copies and counterparts of himself.

Brother teacher! if these things be so, are you all that you should be or can be in respect to self-control? Do you command yourself, and insist upon perfect obedience? If you do, others will obey you. Scrutinize your course for a single term, with an eye that can discern a fault even in self.

When a spirit of insubordination manifests itself in one or many, do you hold the reins with a steady hand, and look coolly around for the very best influences and appliances to suppress and eradicate it? Do you not sometimes chastise the offenders "in hot haste," giving no thought to removing the causes of the evil? It is better to pluck up than to lop off. It is of trifling consequence to dress and heal a single sore when the sources of life are diseased and corrupt. Do you not sometimes give the blow in the wrong place, because you do not keep

entirely cool, suffering the real culprit to escape? One such mistake may change the entire feeling of your school towards you, and send forth a moral miasma that shall poison your influence and neutralize your power. He who would rule successfully, must not be unjust, even by mistake. At least, his mistakes must be few.

Again, we may train our pupils to self-control, by more positive and direct methods. On entering a school, a teacher may easily make his pupils *see* and *feel* that *they should do nothing to disturb their fellow pupils or to attract their attention, during the sessions of the school.* Let a clear statement of this general proposition suffice. Be guarded that you do not descend to details, and give specific rules and regulations. By giving them only general principles for their conduct, you make it necessary, at once, for them to fall back upon their own judgments and consciences. Be sure to hold them there. Never drive stakes and draw cords and make paths, and say "walk here, and step there" until you are forced to it by the utter recklessness of your pupil. You might as well handcuff an innocent man for the purpose of training him to an honest life. It will do to put those animals in traces and leading strings, which are always to remain and labor there, but not *those*, whose future career is to be governed entirely by their own wills.

As you proceed in your work, you will observe every variety of character and conduct, and you will find occasion for the exercise of much patience and the performance of much labor. You will probably find less system and more disorder, for a time, than you would under a more despotic rule. Be it so; you might have better order still by tying every one to a post and gagging them, but you would hardly expect thus to fit them for self-government in the varying circumstances of life.

One will forget a pencil or a book, and will communicate with a neighbor to get one — thus removing the evil consequences of one fault by committing another. A second pupil will be aroused by some pleasant memory or bright idea, and forgetting or disregarding your requirement, communicate it to a friend. A third, brimful and running over with a love of fun, will play off some pleasant joke or trick, such as shall throw your own *risibles* into uncontrollable agitation. Another, not comprehending and applying general principles readily, will undertake to justify a particular action by assuring you that he didn't know that you had made any rule against pinching. Still another will tell you, perhaps, that he kicked John because John kicked him or tried to. Now these are the sober realities of most school-rooms, more frequent in some than others, and every teacher must meet and deal with them.

A smart ratan, briskly wielded, would dispose of all these

cases quickly and easily. Probably, it would produce immediate reformation. But it would be a ratan reformation, not a moral one, and it must be sustained and perpetuated by a ratan influence. Very likely, the teacher would win laurels, as an efficient and successful disciplinarian, provided that he did not flog some popular pupil or some popular man's son.

But how stands the matter of self-control? What have you done for the character? What, for the *future*, both in school and in the world? Why, just this—you have taught your pupils to keep a sharp look-out for ratans and other instruments of torture, and so to conduct as to escape their inflictions. Now, I freely admit that this is better than nothing—a decided gain upon utter recklessness, but it is *not* the best thing.

In each case, separately and *privately*, you should address the reason and conscience of the pupil with so much particularity, that he shall clearly see the wrong and condemn himself. This done, employ such persuasives to a correct deportment as you may deem necessary, and then under these personal influences, give him a second opportunity to test his power of self-control. If you arouse him to an effort to correct his deportment, because he sees it to be wrong, even though he may not entirely succeed, you have done the noblest deed that mortals are ever permitted to do. You have given an upward and heavenward impulse to an immortal spirit. You have, if I may be permitted the figure, established an *agency* in his own soul, always present and ready to warn him against errors in the future. You have planted a living, abiding principle in his better nature, which shall develop itself in a well-directed life, when the particular occasion and yourself, perhaps, shall have been forgotten. Is not this better than the smart of the ratan and its common sequence, an irritated and revengeful spirit?

Such cases should not be neglected. If they succeed to any extent in reforming their conduct, show a lively interest in their success, and strengthen and encourage them to still higher efforts and nobler victories. Cherish and cultivate this germ of virtue with assiduous care. If your pupil prove perverse and intractable, be patient and earnest in your endeavors to reclaim him, for vast interests are at stake. But if, at last, you come to the ratan, make him feel that he plucks down retribution on his own head. Such a pupil seems to me to occupy the position of a convict in chains. The good of others demands his punishment, when his own reform seems nearly hopeless.

There is a class of faults in all schools, which may be styled negative faults. You will see them in such expressions as these: "I didn't think," "I didn't mean to," "I couldn't learn the lesson," and the like, which are produced as excuses for negligence, slackness or positive disobedience. These are

often difficult and trying cases to manage, because these apologies are presented as sound and current reasons for delinquencies, and the pupil is surprised to see them thrown back as spurious and worthless. "Why!" he exclaims, "am I to blame when I didn't think!" Didn't think! "ay, there's the rub." It was his own especial business to *think*. His thinking must be done, and nobody else can do it for him.

Although there may be constitutional differences in individuals, these "I can't and I forgot" pupils are mostly made so by habit, and therefore the evil may be cured or prevented. They may be taught to command and control their minds and memories, as well as their hands and tongues.

When a pupil declares that he can't do what is required of him, be sure that he can, and then put him under sufficient pressure to make him do it. In nine cases out of ten, "I can't" means nothing more than, "I do not wish to make the effort." If you follow such a pupil closely, and show him by his own experience that these hard things will and *do* yield to steady application, and that "I can't" is the son of laziness and the father of a thriftless and shiftless life, you may drive him from his miserable habit. See to it that he *does* whatever he *ought* to do, and then make use of his own experience to shame him out of his false excuses. If you succeed in making him a prompt, resolute and careful pupil, your victory is worth more than the taking of a city. You have made a living man from a dead sluggard. You have created an active force *within* him, which shall impel him to a prompt discharge of life's duties, when before, he only acted from *external* pressure.

It is not well to let a man or a boy stand at a distance and look long at a difficult task. *Distance* lends no enchantment to such a view, but *action* does. Those tasks which require a vigorous exercise of the faculties, become most intensely interesting as the pupil proceeds and finds himself battering down obstructions and making conquests.

Forgetful pupils need to be dealt with as well as reasoned with. Allow no indulgence to their besetting sin. Always connect some inconvenience or extra labor with cases of forgetfulness. If a requirement or duty has been forgotten, require its performance at an extra hour.

If a slate, pencil, or book has been forgotten, let them suffer for it, just as they would in business, by going to the woods without an axe, or to the field without a hoe. Above all do not patronize and encourage this miserable habit, by giving permission to *borrow*, thus relieving them from the inconvenience, and teaching them that it is just about as well to forget as to remember. Resist their special pleadings and give them trouble enough to make an abiding impression. I once met a man at a railroad

depot, who had come seven miles to take the cars for a long journey, and found, a few minutes before starting, that his wallet and money were at home. He was certainly a picture of trouble as the cars puffed away, leaving him to fret about a bad memory, and get his money. Such a habit is an enormous evil, full of mischief and perplexity, and should be treated with rigor in that period of life when it may be broken up.

Let the whole management of the young be such as to cultivate a habit of thoughtfulness and carefulness, and to demand a constant exercise of their own judgments. We do too much for the young, and require them to do too little. We even go so far as to relieve them from the irksome task of doing their own every-day thinking and remembering. We lift from them every burden of responsibility, and delude ourselves with the belief that we are promoting their happiness and well-being. Heaven save my child from such kindness. No wonder, that the multitudes of the rising generation are frivolous pleasure-seekers, unsuccessful business men or idle vagabonds. They are trained up for just such a life—yes, *trained not taught merely, but drilled practically* for it.

I will close this article by entering my solemn protest against this prevalent practice of bartering solid acquisitions and real strength of character, for present ease and gratification—against that false tenderness and fondness which shrink from imposing on the young, the crosses of a rigid discipline, and the burdens of a thorough self-culture, and thus doom them to hopeless inefficiency, disappointment, and wretchedness, when *forced* into the stern conflicts of life.

ENERGY.

"The longer I live in the world, the more certain I am that the great difference between men, the great and the insignificant, is *energy*—invincible determination; an honest purpose once fixed, and then, *victory*! This quality can do every thing that can be done in this world; and no talents, no circumstances, no opportunity will make a man without it."—GOTHE.

I BELIEVE that most men, especially the young, expect too much from, and depend too much upon circumstances. In early life, it seemed to me a very hard case that I must earn every dollar to be expended in educating myself, and I looked upon the sons of affluence with envy; but, now, in taking a calm review of the past, I see clearly that the severest labors and trials of my life have been most profitable to me. It has been my misfortune to experience too few of them. I believe it to be a fact, confirmed by experience and observation, that what are usually deemed adverse circumstances, are in reality most

favorable to the development of individual character. We see striking proof of this in the history of nations,—as in the Jews, Greeks, Puritans, &c.

Yet, with these facts before them, we see multitudes of men pining and complaining about their circumstances, and folding their hands in idleness. The greatest blessing that could possibly come to such men, would be *real adversity*, enough to wake them up and compel them to bestir themselves.

Men are naturally lazy, and when in easy circumstances are very likely to keep easy. Necessity alone will arouse them to the highest degree of activity. How many sit quietly down in the lap of circumstances, to be dandled on to success or failure, with as much complacency as if Omnipotence itself had put them there, and was holding them there! Omnipotence does no such thing, but *one thing* it has done—it has endowed the human mind with powers to mould and fashion the ordinary circumstances of life as it will. He who will not exercise these powers, will be the sport of circumstances. He who will, may stake out his own road in life, and travel in it.

The teacher needs a strong and abiding faith in this power. He does not work upon material substances, where the same method will answer a thousand times, and one triumph will suffice for a life-time; but upon mind—subtle and variable, ever subject to new influences from without and new impulses from within. Every hour, it may require a different treatment and new appliances. To meet it and manage it, in these ever changing phases, he must be awake and active. He must manage it, or be managed by it. In order to progress up stream, he must row, and row lustily too. When he gets tired of this and concludes that it is more agreeable to lie on his oars and float down with the current, he will not need to look or listen long, before he will see the foam of the rapids, and hear the roar of the cataract, below him.

There is no hope for such a man. The best thing for him, is to get ashore as soon as possible. Without a figure, the teacher who has not the nerve and the spirit to grapple with difficulties, and to devote himself, soul and body, to his work, had better step out of the profession, for failure and disgrace are before him. The teacher who lacks energy, may be conscious of some defect or fault in his school, such as a want of thoroughness, or of system, and may shrink from the difficulty and labor of reforming it. He may sit down with the feeling that he is doing well enough, and it is not worth while to introduce any disturbing element to ruffle the waters, even though they be a little stagnant. Why, man! arouse yourself. What *should* be done, *must* be done,—and *you must do it*. Your pupils are looking on, and will go and do likewise. Let them see you undertake

with steadiness and energy *whatever* is essential to the highest success of your school, and let them see you accomplish it too, even though difficulties rise before you like mountains, and they will be stimulated by your example to undertake and perform the severest tasks. If you add to this the force of a teacher's authority, you have the best possible stimulus at your command to arouse the indolent or encourage the timid. If your pupils are accustomed to see *you* grapple with difficulties thus, they will certainly be more likely to do it. If *you* take every thing easily on the well-enough principle, they will often find it very convenient, to take *you* as a *model*.

Well-enough is a bad word anywhere, but a most mischievous word in a school-room. It is really more to be dreaded than "*I can't*," for "*I can't*" has a definite meaning, and an opposite, but *well-enough* is neither one thing nor another. It is the skim-milk of life, and awfully blue at that. You may heat it and cool it, and churn it, and it is skim-milk still. The cream is not there. *Well-enough* leaves a farm half-cultivated, a work of art half-finished, a subject half-investigated, a lesson half-learned and a rogue half-whipped. Banish this word from your school. Let it find no place either with teachers or pupils. *Perfection* is *well-enough*, and nothing short of it.

Again, suppose a case of disorder or viciousness arises which requires nerve and promises difficulty, there is then a special demand for *energy* and *firmness*. The teacher may be strongly tempted to shut his eyes to the fact or to the evidence of its enormity, and pass around it, leaving it unpunished to breed more mischief and to stand as a bulwark, behind which, rebels may thereafter entrench themselves. Such shrinking and slackness is consummate folly. Do not delude yourself with the thought that it will be easier to let it pass. Meet it coolly and promptly, and do in a single hour, what, if neglected, may cost you weeks of annoyance, and in the end, your authority over your school. This pretending not to see mischief is an acknowledgment of your own weakness or irresolution, which pupils are not slow to discover. In every calling, human life is a series of toils and struggles or a miserable failure. Since the voice of man's offended Creator uttered the stern decree, "By the sweat of thy brow shalt thou eat thy bread," no man may fold his hands in idleness and float listlessly down the stream of life with impunity. Thousands have tried it and have lived to lament their folly, in want, disgrace, degradation and wretchedness. Our health, our happiness, our inward peace, our purity of character, our external necessities, and all that is valuable and ennobling in intellectual and moral acquisitions, imperiously call on us to obey this decree of Heaven. The happy man is the toiling and energetic man. The successful man is the

energetic man. The poor sluggard, who will not plough by reason of the cold, shall beg, and have nothing but destitution and wretchedness. It is a monstrous mistake that inactivity is happiness—that there is more enjoyment in evading toils and struggles than in meeting them. O man! it is not so easy to cheat the Omniscient One. Success is the child of energy. Every young man should expect to accomplish great things, if he possess patience and energy. He must inevitably rise to eminence, if steadily and resolutely he devote himself to a complete performance of present duty. There is no *perhaps*, no uncertainty about it. No more certainly will an edifice rise to completion by laying stone after stone upon a firm foundation, than a young man to eminence in his calling, by devoting himself, day after day, and year after year, to a complete performance of the duties of that calling. What though his acquisitions be limited?—an indomitable energy will collect together and garner up the vast treasures of knowledge which lie around him, ever accessible to persistent toil. What though his station be obscure?—there are delectable positions, high up the mount of usefulness and honor, waiting for the man who has sufficient energy to climb to them. What though difficulties block up his way?—untiring energy will remove them. It has led an army over the Alps, spanned an unknown ocean, made a glorious land of a gloomy wilderness, and broken the shackles forged by the strong arm of oppression. It has made men of humble origin, leaders of armies, champions of freedom, and rulers of nations. In the beautiful words of our poet, "This quality can do any thing that can be done in this world, and no talents, no circumstances, no opportunity will make a man without it."

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THE EYE AND THE EAR IN ELEMENTARY INSTRUCTION.

NO. II.

WE have spoken of the part performed by the eye in the acquisition of a knowledge of orthography, and in the application of that knowledge. We have seen that the superiority of the method by writing over the oral—a superiority admitted by all—arises from the fact that in the former, the eye, which is to be the judge in all actual spelling in distinction from that which is merely recitative, is continually appealed to; while in the latter, the appeal is made to the ear. The principle may be extended to punctuation. How many candidates for a teacher's certificate will write a sentence, or a number of sentences, dictated to them, and make neither comma nor period, colon or dash, from

the beginning to the end. And when their attention is directed to the omission, they will say with great simplicity, that they did not know as you wished the pauses put in. As if the sentence were a sentence without them, any more than a number of words articulated, without any inflections, would constitute a spoken sentence. They could define all the punctuation marks, and tell the pupil how many he must stop to count in each case, —a most miserably artificial mode of explaining the object and use of pauses; but evidently they have no knowledge of them as constituent elements of written language.

Let us now examine the method of teaching to read, and ascertain which needs special attention in this department of instruction, the eye or the ear. As has been already stated, the question should not be, which of a number of modes has an individual teacher found to be most successful in his own experience, but what mode can be shown to be best adapted to the attainment of the end. A particular teacher has been more successful with one than with another, perhaps because he understands it better; or it may be because he likes it better, and so, unwittingly perhaps, he gives it a fairer trial. The question should be decided according to some principle. That method will in the end be the most successful which can be supported by the best reasons. We shall never make progress if each teacher's individual experience is to decide every question.

There are two kinds of reading, the silent and the audible. By the first we gain information from the printed page; by the second, we communicate that information to others who are within the sound of our voice. Both require that the reader should know the name of each word the instant it meets his eye. Whether the reading be silent or audible, the knowledge is conveyed to the mind of the reader through the medium of the *eye*. In audible reading, after the mind has gained the knowledge by the eye, the voice communicates it to the hearer. The ear of the reader is not employed in either method. In one case the eye does it all; in the other the eye does a part and the voice a part. The name of the word then should be known at right. The eye at a glance takes in the various letters composing the word, and the order in which they are arranged. With this visible appearance of the letters, the name of the word should be indissolubly connected. Before the child can read fluently, he must be able to call the words at sight, and not stop to ask the teacher, or to spell them.

All this is so manifest that our readers may wonder that we deem it worth stating. But all principles are simple, that is, all correct principles. Let us be careful that we do not run counter to these very simple and manifest principles, when we come to their application. The most important element of reading,

then, is a knowledge of words,—an eye knowledge. The sight, not the sound of the letters composing the word, should suggest the name of the word. How shall this knowledge be acquired? There are different methods in use, each having its partisans. All who know anything of practical education know that there is no question connected with it, more practically important than this,—*how shall a child be taught to read?* A vast amount of time is devoted to this part of the educational work; is it possible to effect any saving in it? Any real improvement in methods will, we think, be the result of the discussion of principles. Whether any method will be discovered that may be properly called *the* method, as logic is *the* art of reasoning and not merely *an* art, it is impossible to say; we may hope that such will be the case. We have been endeavoring to ascertain the respective provinces of the eye and the ear in reading,—in reading, not in *learning to read*,—with the hope that, knowing the organ employed in the practice of the art, we might hence infer what organ needs special attention in the acquisition of the art.

The eye we have seen to be the inlet of knowledge in reading, whether silent or audible. The ear (of the reader) has nothing to do either in receiving or imparting the knowledge. The eye, then, would seem to be the organ to be cultivated in *learning to read*. We might almost say that the ear has no part to perform while the child is learning to read, any more than in reading after it has learned. But to guard against misapprehension, let it be remarked that the process of learning to read may be divided into two parts; one, the learning of the words, and the other the enunciation of them in sentences. The name of a word will be generally learned in the first instance, from the lips of the instructor, no matter what theory that instructor may have adopted. Instead of *telling* the child the name of the word, the teacher might indeed *point to it*, if it was a visible object near at hand. But ordinarily, when a new word occurs, its name is given by the teacher, and, so far, the ear of the pupil is brought into action. The name having been once given, however, the pupil should so associate that name with the word as a visible thing, that the latter should instantly suggest the former. And therefore it is, that we say the eye is the organ to be trained in learning to read. If, after the name of a word has been thus given to the child, he is practised upon it at the time, and at a number of subsequent exercises, he will need generally to have it told him but once. There is here no culture of the ear in detecting differences of sound, but there is a culture of the eye in detecting differences of appearance. Every exercise in elementary reading is mainly a trial of the eye of the child as to its readiness in distinguishing words. And

one great secret of success in this branch of instruction, is to direct the attention of the child to a new word so frequently, and in such various combinations, that it shall be impossible for him to forget it.

We propose next to speak of learning the alphabet and spelling words as preparatory to reading.

I. W. A.

Marietta College, March, 1853.

ESSAY ON COMPOSITION.

IF parents were all fitted, by natural endowments and education, to commence, and to aid in continuing the great work of proper mental development, it would be an easy task to build a beautiful theory, and reduce it to immediate practice. But unfortunately for our most splendid air castles, the stubborn matter-of-fact world "*is as it is*," and they who propose to improve it, are under the disagreeable necessity of considering it as it is. Hence, while we should *like* to take a boy of ordinary capacity, whose parents are properly educated, and possess sufficient good taste and judgment to give their son correct early habits, through the instrumentality of precepts and examples, and at the age of eight years, place him in the Primary Room of such Public Schools as we might then have, furnished with a primer, in which he has already learned to read most words of one syllable, &c. &c., to the end of that doctrine; we are, alas, stopped short in this flowery path, by the recollection that of the great mass to whom our plan *must be adapted*, perhaps the majority are still innocent of any acquaintance with the alphabet or slate. Of such I would form a class, and in the most familiar manner possible introduce them to the letters first upon the blackboard, and very soon after, as their own handiwork, upon slates. This is the beginning of composition; and it will be readily understood from this, that it is considered of sufficient importance to make it a regular *class exercise* from the commencement. Let us now follow this class in brief through a course of instruction upon this branch of education. As different teachers might, with equal success, manage the minutiae of this step, by different methods, we need only say in reference to it, that when they have committed the alphabet perfectly, they will also have learned to *write* it, and therein have mastered the *first element* of composition—*letter-making*. At the next step, as indeed in all succeeding steps, the class will necessarily undergo some changes. A part will drop back, and form the nucleus of a new class of beginners, while those who advance must be joined by such as have fallen behind the next advance class, or have

received some little smattering at home. This second class, therefore, must now undergo a rigid and careful process of assimilation, in style of penmanship; and the greatest difficulty will be with those who have bad habits to be unlearned. They are provided with correct *models* to copy, and incited by all allowable means to correct what faults they may discover, by a close and continual comparison of their different styles. As soon as they are prepared to *practise* what they learn in this particular, we will commence *spelling* and *writing* monosyllables on the blackboard and slates.

Now we shall begin to witness some *life* and *energy*—not unfrequently spiced with a little *sport*; for now in *words* we begin to get glimpses of *ideas*, and through the opening eyes of the mind, a few rays of *thought* flash in from our work. Yet this sport is only the sugar, in which we are secretly rolling the *bitter pill*—as bare *labor* must ever be considered, while mankind continue to be naturally prone to laziness. The Homœopathic system is the true one here.

Still, without seeming to do it, we may give continual attention to the forms of letters. Let them be frequently compared. See that the positions and movements of the pencil, hand, arm and whole body are correct and uniform. A habit formed here, may go with them through life; inevitably producing future success or failure. Even at this early stage, we will begin to exercise them in *rapidity*, but not at too great an expense of *style*. Let us endeavor to illustrate, all along, the wide distinction between *hastening* and *hurrying*, and guard at every step against carelessness. Let them, first, do each thing *well*, and then strive to do it *well quick*.

And here it may be well to caution the teacher against "hurrying." The progress of your class is to be measured, not by the number of different tasks assigned, but by the accuracy and rapidity with which they have come to perform them. At every step let there be an abundance of practice. It is to be understood, of course, that each succeeding lesson is to *afford* and even *require* practice upon all that have gone before; but this incidental reviewing must not preclude *actual* reviews, nor be presumed upon so far as to confuse and distract the mind by bringing forward too many points at once, requiring the same degree of attention. The lesson of *to-day* is all that requires undivided attention; *past* lessons are to be considered in the light of *habits*—very important to be *observed*, but nothing to be *learned*. The theoretical knowledge gained in each lesson is valuable, to be sure, but chiefly so from its relation to that *practical skill*, which must be the result of each, in *habits*, more and more confirmed, or the direct object of the lesson be lost. This *word-making* is the second element of composition! Next let it

be a grand *era* in the history of a class, when for the first time, they are permitted, all at once, to compose the third element—a clause.

Here commences *Grammar*, the *relation* of words to each other; and particular attention must be given to it at this point. If properly managed now, the first principles of Grammar and Rhetoric may be familiarly introduced, and impart an interest to each other, and to Penmanship, long before they *dream* of any such *studies* as Rhetoric or Grammar. Take, for example, the word *lamb*, and after they have all *written* it neatly, and are well instructed as to the *meaning* of the word, let the simple and indefinite thought suggested by it, be gradually and systematically varied, first by annexing some modifying word. Don't tell them, for the world, that it is a "*modifying*" word; for the attempt to repeat so difficult and erudite a term, might endanger their little jaws. Let them write *white lamb* and *black lamb*, inquire how many have seen either or both, and let such as have ever seen a *blue lamb* or a *red lamb* raise the hand.

A *word*, if it is a word, that is, if it conveys any *meaning* to the mind of the reader or hearer, is a *picture*. Never lose sight of this idea! And now give the class as many and as pleasing pictures of our *pretty little lamb*, as possible. Let them see him in all possible conditions, at all possible times, by the gradual and natural enlargement of a clause; all the time *weighing words*—noticing how they modify each other, and what the exact meaning of each would be without the other; an exercise in which the investment of time and labor will yield incalculable future profit. When they become familiar with such modifications as may be made by the addition of single words, show them how the same and others may be made by the use of subordinate clauses, expressing all possible circumstances of time, place, degree, manner, means, association, clause, effect, &c.

Do not yet attempt to *classify* words, but simply to lay a substantial basis for future classification, in a habit of critical attention to the *meaning* and *relation* of words! Another notable era—and one long to be remembered—should be when the class compose the fourth element—a sentence! This step must be signalized by stamping indelibly upon their minds some distinguishing *idea* of a sentence. And what shall this be? Let it be that a sentence *expresses* a *thought*, a *whole*, *entire* thought! and let especial attention be called to its important feature of *complete unity*! Letters, words and clauses have hitherto *suggested* a great many thoughts, clothed in as many colors, and shaped by as many different associations, as there were different *imaginings* and different *personal histories* in the class: but a *sentence speaks* a thought distinctly, definitely, so that all see alike the same precise picture! All this any *child*

can comprehend, and as soon as it is comprehended, *act* upon it. Now let them begin to breathe the healthful air of freedom; and be strengthened by the invigorating exercise of original invention. Let each *compose* a sentence, by telling something that he has seen or heard—first *orally*, perhaps, and then upon the slate.

At this juncture, we may possibly determine the influence of this whole class, upon the future literature of the world, by making them see and feel the infinite superiority of a truth telling sentence, over one that speaks a falsehood—or that expresses an idea of senseless or pernicious import! Spare no effort to create in them a *taste*—an especial love for live thoughts—profitable truths! and then call out their inventive genius, in expressing thoughts in different forms. Accustom them to comparison, and to inquiries as to which are the best forms; and explain, to a limited extent, why they are so. Much interest may now be awakened, by allowing all to tell stories or narrate simple events, by the use of Simple Sentences alone. Thus: "I came to school this morning with William. We saw a man mowing in a large field, by the road side. We did not stop long to look at him. Neither William nor I wished to be late at school." The teacher may carefully preserve one of these sentences by each pupil, for future comparison. It would be well, and but little trouble, to keep a book of specimens, from which you could exhibit to this and to future classes, as often as you choose, their progress.

The fifth step, combining the four preceding, will be to embody two or more simple sentences in one compound.

From this point lay the reins loose upon the neck of Genius, and permit him to follow well-nigh, his own peculiar bent; only holding the ends in your hand, ready to be gathered up when occasion requires.

The subject of *punctuation* has been deferred until now, not because it was considered of minor importance, but that its important bearing upon the whole subject might here be briefly hinted at. I should present the marks of punctuation in connection with other parts of the alphabet and the numeral integers. Special attention should be given to them in writing and in reading. Not under the old false notion of their denoting pauses, which they never do, but as making the divisions of sense, and as indicating the nature of sentences. They should be considered indispensable in writing, and as more important than some words. They are, upon a written page, what the lines, dots and shading are, upon a good map. They serve as visible boundaries, and inform the eye at a glance, where each sentence begins and ends—what are the exact relations of the

parts—which are the principal, and which the subordinate sentences, clauses and words. Their careful observance as a habit, will aid much to impart a system, a symmetry and proportion to composition; not only in its Grammar and Rhetoric, but even in its Logic! In my opinion no writer ever did or ever will attain to the highest degree of accuracy, perspicuity and elegance, unaided by some regular system of punctuation, and none within the limits of my acquaintance appears so thoroughly philosophical and practical as that presented in Prof. Mandeville's Elements of Reading and Oratory. J. B. BRIGHAM.

QUESTIONS RESPECTING A SCHOOL.

THE following questions, framed for the consideration of the pupils of the State Normal School of Connecticut, seem so important and practical that we give them a place in the Teacher, and request for them a careful consideration.

SPELLING.

1. Do you classify your school in reference to spelling, as distinct from reading?
2. Do you confine the spelling exercise to a text-book in spelling?
3. Do you require a definition or explanation of every word put out in the spelling exercise?
4. Do you sometimes test correctness in spelling, by dictating sentences containing one or more words of the spelling lesson, to be written on the blackboard or slate?
5. Do you put out the words to be spelled in the order in which they stand in the spelling-book?
6. Do you call on the pupils to spell in the order in which they stand in the class?
7. Do you put out the word to the whole class, and then designate the pupil who shall spell the same?
8. Do you practise your pupils in both oral and written spelling of the more difficult words?
9. Do you require the pupil to write on the blackboard the word he has misspelled orally?
10. Do you practise the method of dictating a number of words to be written by the class as a general exercise?
11. Do you require that the pupils should pass their slates or papers containing their spelling lesson, to be corrected by each other?
12. Do you require each pupil to rewrite correctly, and spell orally, the words which have been misspelled in the writing exercise?

13. Do you require the pupil to pronounce the word before he attempts to spell the same?

14. Do you require the pupil to pronounce each syllable as he spells it, together with the syllable already pronounced?

15. Do you require your elder pupils to copy pieces of poetry and exercise in grammar, with a view to improvement in spelling?

16. Do you require frequent exercise in original composition, partly to test and improve their habits of spelling, as well as of punctuation and capitalization?

READING.

1. Do you define and limit the portion to be read by a class?

2. Is the portion assigned of such moderate length as to allow of its being read three or four times at each lesson?

3. Do you read all or any portion of the lesson at the time it is given out, by the way of example?

4. Do you give illustration or explanation of obscure illustrations, difficult words, and point to sources of information as to such and similar difficulty?

5. Do you require every member of the class to be attentive while one is reading?

6. Do you call on the class to read in the order in which they are seated?

7. Do you commence each lesson at the same place in the class?

8. Do you exact particular attention to the position of the reader?

9. Do you require that he throw his shoulders back, and hold the book at the right distance and elevation?

10. Do you try to break up monotonous tones by requiring the pupil to write a sentence on the blackboard, and then to read the same?

11. Do you allow, as an occasional exercise, a class, or each member of a class, to select a piece for reading?

12. Do you point out on the map, or require the pupil to point out all places occurring in the lesson read?

13. Do you encourage mutual questioning on the part of the class, as to meaning of words?

14. Do you encourage a free detection of errors?

15. Do you require at the beginning or close of a lesson, an explanation of the general character, style, and subject of the lesson?

16. Do you teach the definitions and etymologies, and spelling of words in the reading lessons?

17. Do you occasionally require the class to read in concert?

18. Do you occasionally require the class to write a composition on the subject of the lesson?
19. Do you require every error in reading to be corrected by the pupil making it?

COMPOSITION.

1. Do you classify your pupils in reference to writing composition?
2. Do you accustom your youngest pupils to write or print words and short sentences on the slate from your dictation?
3. Do you ask them to print or write something about what they have seen in coming to school, or read in the reading lesson?
4. As a preliminary exercise in composition, do you engage them in familiar talk about something they have seen in their walk, and which has happened in and about the school? and when they have got ideas, and can clothe them orally in words, do you allow them as a privilege to write or print the same on the slate or paper?
5. Do you give out a number of words, and then ask your pupils to frame sentences in which those words are used?
6. Do you require your older pupils to keep a journal, or give an account of the occurrences of the day, as an exercise in composition?
7. Do you instruct your pupils as to the most approved form of dating, commencing, and closing a letter, and then of folding and addressing the same for the post-office?
8. Do you require your pupils to write a letter in answer to some supposed inquiries, or about some matter of business?
9. Do you request your older pupils to write out what they can recollect of a sermon or lecture they have heard, or of a book they have been reading?
10. At what age do your pupils usually commence writing easy sentences or compositions?

GRAMMAR.

1. Do you make your pupils understand that the rules of grammar are only the recognized usages of language?
2. Do you give elementary instruction as to parts of speech and rules of construction, in connection with the reading lessons?
3. Do you accustom your pupils to construct sentences of their own, using different parts of speech, on the blackboard?
4. Have you formed the habit of correct speaking, so as to train, by your own example, your pupils to be good practical grammarians?
5. At what age do your pupils generally commence this study?

ARITHMETIC.

1. Are your pupils classified in arithmetic?
2. Do you have a specified time assigned for attention by classes, or the whole school, to this study?
3. Do you use a *numeral frame*, and commence with and constantly refer to *sensible objects* in giving elementary ideas of number?
4. Do you question at every step in an arithmetical operation?
5. Do you explain easily and constantly all terms and marks?
6. Do you accustom your pupils to connect the abstract principle of the book with the objects about them?
7. Do you make constant use of the blackboard?
8. Do you go through a regular system of mental arithmetic with each class or pupil?
9. Do you allow a pupil or class to proceed to a second example, unless you are quite sure the first is thoroughly understood?
10. Do you always give one or more additional examples under each rule than are to be found in the text-book?
11. At what age do your pupils generally commence arithmetic?

GEOGRAPHY.

1. Have you a compass, and do you make your pupils acquainted with the four cardinal points of the heavens, and have you the same marked on the floor or ceiling of your school-room?
2. Do you teach them how to find the north star at night, and to locate the north wherever they may be by day?
3. Have you a terrestrial globe divided into two equal parts, and connected by a hinge, to give a correct idea of the two hemispheres, or map of the world?
4. Have you a large globe painted black, on which the pupils may give an outline in chalk, of latitude, longitude, zones, &c.?
5. In the absence of any globe, do you construct a globe, or make use of some common object, like an apple, for this purpose?
6. Do you aim to give your young pupils clear and practical ideas of distance and direction, and the elementary ideas of geography, by constant and familiar reference to the well-known objects and physical features of their own neighborhood?
7. Have you a map of the district, town, county, or state in which the school is located?
8. Do you require your pupils to make a map of the school-room, or play-ground, and from that explain the principles on

which maps are constructed, and what they are made to represent?

9. Do you commence map-drawing by accustoming your pupils to lay off the lines of latitude and longitude on the black-board and slate?

10. Do you find any advantages in placing the map on the north wall of the room, or having the class recite facing the north?

11. Do you explain the different scales on which maps are constructed?

12. Do you occasionally require your pupils to designate a particular place both on the globe and on the map, and also to point with the finger in the direction of the same?

13. Do you connect the teaching of geography with the reading lessons, and especially with the study of history?

14. Do you occasionally test their knowledge of geography by questioning them as to places and productions of different climates mentioned in advertisements, and the shipping intelligence in the newspapers?

15. Do you occasionally take a book of travels, or a voyage, and require your pupils to trace the route of the traveller, on a map of their own construction?

16. Do you, especially with the older pupils, teach geography by *topics*—rivers, mountains, lakes?

17. Do you accustom your older pupils to construct their own geographical tables, in which the different physical features of a country, continent, or the earth, as mountains, rivers, &c., are classified by their distinguishing element, such as length, height, &c.?

18. At what age do your pupils enter upon this study?

HISTORY.

1. At what age do your pupils commence the study of history?

2. Do you, at any period of his education, endeavor to give each pupil a clear and practical idea of the measurement of time, *i. e.*, of the comparative length of a minute, an hour, a day, a week, a month, and a year?

3. Do you aim in any way to make him conceive the want of his own experience during a day, a week, or year, as constituting his own chronology and history for that period of time, and so apply the idea to the chronology and history of a people or state?

4. Do you modify the exercise of map drawing, by requiring your pupils to fill up an outline map of the world, with the nations as they were at a particular epoch? and so of each country, as different exercises?

5. Do you occasionally require your pupils to denote on an outline map of the world, the birth-place (date, &c.) of celebrated persons who have led armies, founded colonies, or changed the moral aspects of the age in which they lived?

6. Do you always require your pupils to study history with constant reference to geography and the map?

7. Do you accustom your pupils to make their own tables and chronology?

8. Do you occasionally give out a particular period in the history of a country, and the world, as an exercise in composition or conversation, pointing out several authors to be consulted on the subject?

9. Do you make your lesson in history at the same time a reading lesson?

10. Do you aim, by the aid of pictorial representation, poetic extracts, and vivid oral description, to enlist the imagination in realizing the scenery, occupations, and customs of the people whose history they are studying?

11. Do you avoid the common method of assigning a certain number of pages for a lesson, and requiring the pupils to answer the prepared questions thereon?

12. Do you aim to conduct your lessons in history mainly with a view of showing them how to study it by themselves, and after they leave school, rather than of going over much ground?

13. Do you aim to show the influence which certain individuals and classes of men exerted on the age and country in which they lived?

SEMIANNUAL EXAMINATION OF THE STATE NORMAL SCHOOL AT WEST NEWTON.

THE semiannual examination of the State Normal School at West Newton was held on Monday and Tuesday of the present week, and was attended by a large number of the friends of education, and of the relatives and friends of the pupils. The examinations and exercises exhibited great thoroughness and proficiency on the part of the pupils, particularly in the department of mathematics, and gave general satisfaction to the audience. The teaching and other exercises peculiar to this school, designed to show the proficiency of the pupils in those qualities which fit them for teachers, afforded much pleasure, and it was evident from the general results of the whole examination, that the pupils of the institution had been under careful training, and had diligently improved their time.

Tuesday afternoon was devoted to the exercises of the gradu-

ating class. The exercises were introduced by prayer, and by the singing of an original hymn by the pupils.

Professor EBEN S. STEARNS, the accomplished Principal of the Institution, then read his semiannual report, from which it appears that the whole number of pupils connected with the Institution since the last report, Nov. 23, 1852, is 75—a somewhat smaller number than usual, owing to the large number of graduates sent out during the previous year, and the uncertainty with regard to the future location and prospects of the school. The whole number of candidates for admission to the last new class was 31, of whom 18 were received on the usual conditions; 7 on “special probation,” and 6 were rejected.

The number of towns in the State represented in the school is 39, and the number of States 7. Middlesex has sent 30 pupils; Suffolk 12; Essex 6; Barnstable 2; Hampden 1; Worcester 6; Norfolk 4; Hampshire 1. Maine has sent 2; Vermont 2; New Hampshire 4; and Rhode Island, Connecticut, New Jersey, Tennessee and Ireland, 1.

The report also gave some statistics showing the occupations of the parents of the pupils, from which it appears that nearly all classes in the community participate in the benefits of the institution; the largest proportion of the pupils, however, being children of farmers; the next largest of merchants; and next in point of number the children of clergymen.

The number of pupils in the advanced class is 7; the number in the graduating class is 28. The number dismissed for ill health or want of those qualities deemed essential in the instruction and management of schools is 5.

The demand for school teachers from this school, notwithstanding the large graduating class of the last term, has more than equalled the supply. The report states that for nearly three years no persons have been admitted into this institution who have not in good faith solemnly pledged themselves to teach in the public schools of this State, and that in no case where young ladies have failed to redeem this pledge, has the principal felt that they were so far at fault as to justify him in receiving from them tuition money.

The success of the graduates of the institution, it appears from the report, has been very gratifying, though in some cases they have labored under very great disadvantages. In some districts the old prejudices against Normal graduates have not yet been fully eradicated, whilst in others too much is expected of them. But in spite of these and other disadvantages, most of the graduates do succeed admirably, and gain a proud influence.

Referring to the principles and character of the school, the report states that nowhere can more exact and thorough instruc-

tion be found, and that more rigid system and severer discipline cannot be discovered, West Point alone excepted. The effect has been, and is, more rapid and reliable development, more refinement of spirit, more independence of character, and much more health and soundness of body and mind than before.

Professor Stearns renews his recommendation to extend the term of connection with the institution to two years, by adding two terms to the present undergraduate course.

The report speaks in favorable terms of the diligence, faithfulness and progress of the pupils. It states that their general health has been good. It also pays a tribute of respect to Miss R. M. Pennell, for nearly four years an assistant teacher, who has dissolved her connection with the institution to take a professorship in the Oberlin College.

In connection with his report for the term, Professor Stearns presents some interesting statistics to show the operations of this school during the fourteen years which have elapsed since it was established. The whole number of different pupils connected with it during that time is 813; whole number of graduates, 598. The whole number of pupils from Massachusetts is 739; from other States, 74. The whole number of graduates who have deceased is 50. The whole number of towns in Massachusetts that have been represented in the institution is 127. From other States, the number of pupils has been as follows: Maine 15; New Hampshire 22; Vermont 8; Rhode Island 13; Connecticut 2; New York 3; New Jersey 4; Pennsylvania 9; Tennessee 1; Louisiana 1; Florida 1; Ireland 1.

The conclusion of the report was devoted to an exposition of the actual pecuniary advantage derived by the town of Newton from the connection of the Normal School with the schools of the town. (It will be recollected that the grammar and the primary schools of West Newton are connected with the Normal, and are known as the model schools.) They have a permanent principal, Mr. Nathaniel T. Allen, and a principal of the primary department, and are supplied with assistant teachers from the advanced class of the Normal School — each assistant serving two weeks as an observer under her predecessor, and teaching two weeks. The whole expense of the two schools to the town for four years has been \$6,400. To counterbalance this, \$1,600 have been received from scholars out of the district, who have paid a tuition fee to avail themselves of the peculiar advantages afforded by the school. The value of the services of the assistants from the Normal School is estimated at \$200 a year for each assistant, making for the four years \$2,200. Deduct this and the amount received for pay scholars, from the whole expense, and it leaves the actual cost of the two schools to the town, \$2,600, or about \$650 per annum—less than the

amount which would be required to pay for the services of one good teacher.

Professor Stearns says in conclusion that although a very small school must be expected for the present, and until fairly settled in its new location (at Framingham) yet there will be no lack of effort for the good of the institution, and for the advancement of the great design of its existence.

After the reading of the report, a very beautiful poem was read by Miss Louisa P. Stone, of Newburyport. The valedictory was then read by Miss Jane P. Andrews, of Newburyport. This was a well written production, and was feelingly spoken.

Upon the conclusion of these exercises, short addresses were made to the pupils by the Hon. Horace Mann, Dr. Sears, Secretary of the Board of Education, Hon. S. C. Phillips, E. M. Wright, Secretary of State, George B. Emerson of the Board of Education, and Rev. Mr. Brooks of Medford.

The exercises were closed with singing and a benediction. In the evening the usual re-union of the pupils of the institution took place in the hall.

But one more term of the school will be held in the building which it now occupies, at the end of which it is expected that the building now erecting for the institution at Framingham will be completed and ready for occupancy.—*Boston Journal*.

From the Ohio Journal of Education.

COUNTY SCHOOL EXAMINERS.

FROM the information we have received in regard to the character of the persons who have been appointed to this office, we judge that in the great majority of the counties, competent men—men who feel the importance and responsibility of the office—have been appointed. This is a most gratifying and encouraging fact: the County Examiners can exert an influence for the improvement of teachers, superior to that which can be wielded by any and all other agencies connected with a school system. From nearly every part of the State, we see statements that the new Board are making thorough work in their examinations, and that many who have heretofore obtained certificates without difficulty, have been rejected for incompetency.

For the benefit of all who may have thus failed, and of others who wish to prepare themselves to pass a creditable examination, we copy from the Perrysburg Journal the following kind and timely hints:

“A WORD TO OUR COUNTY TEACHERS.—The first sessions of our County Board of Examiners, under the New School Law,

have been held. They have either said to you, you are well qualified, your qualifications are medium or very poor, or you are totally unfit, at present, to discharge the duties of a teacher.

“ ‘Examinations are formidable, even to the best prepared,’ hence it is not to be wondered at that you should shrink from them. Many of you, doubtless, have been disappointed, perhaps mortified, at the result; nor is it strange that such should be the case. Heretofore, many of our examiners, and especially those in the townships, have granted certificates so indiscriminately, that it was almost impossible for the candidate, even after a *so-called* examination, to draw any other conclusion than that he was as well qualified as any, and even as well as was desired. He received as good a certificate, and of course was considered as capable as A, B and C, or any one else. Thus, being told year after year that your attainments were sufficient, by those who *ought* to know, and whose duty it was to inform you, you would of course think little or nothing about making more thorough preparation. Our Board say, that although they have refused certificates to many, they have also granted them to many who cannot receive them again unless they are found to have made much improvement. They deemed it necessary to grant them; there was not a supply of those who were well qualified.

“ Under this view of the subject, how does it become you to act? There are two ways. First, to abandon the idea of teaching, in view of the labor it will require to prepare. This course will satisfy the indolent, or those who have no ambition to retrieve lost credit or prepare themselves to become useful members of the community.

“ The second method is to go earnestly to work and cultivate your minds, (and your hearts, too,) that you may stand in the foremost rank of that profession, than which there is none more honorable, nor more important in the accomplishment of great and good results. Do you ask how you are to do this? The course is plain, if you have but energy and perseverance to follow it. Find a way, or *make* one, to attend some good school, and when there, improve the opportunities to the best of your abilities. Send the first dollar you can raise to Columbus, for the ‘Ohio Journal of Education,’ one of the best educational papers in the world; and when you get it, not only read it, but *study* it. Next August when there is an Institute for Teachers at Maumee and Perrysburg, be there in good season, not to *visit* and make *agreeable acquaintances*, but to improve yourselves in your vocation.

“ Pursue a course like this, and you may reasonably expect that the next time you appear before a Board of Examiners, the results will be far different.

N.”

We believe there has been an error in relation to improvements in education. They have been recommended, because of the success which has attended them, rather than as based on correct principles. Hence, many teachers are very slow to adopt any new method. They wait until it shall be found to be successful in a large number of cases. It may turn out to be no improvement at all, and they prefer to let others make the necessary experiments, while they await the issue. This feeling has been fostered by the differences of opinion sometimes manifested, even by eminent teachers. One is quite positive as to the excellence of a particular mode, for he has succeeded with it far better than with any other; another is quite as positive in praise of a different mode, and for the same reason: he has found it successful. There is danger of *empiricism* in education, as in medicine. We need to look more at principles. It is not enough to say of a method, that it is successful—why is it successful? Real improvements can be shown to be so, aside from the certificates of individual teachers. That which can be demonstrated to be clearly in accordance with the principles of the human constitution, is not to be banished from the school-room because A and B confidently declare that their experience is all against it. There can be no real conflict between theory and practice. True, a poor practitioner may always be unsuccessful, however good the theory; and an expert man may have some success in spite of a poor theory. But that method, which, on the whole, is the most successful in practice, we may be certain is the best in theory; and that, on the other hand, which, in its support, can marshal the strongest arguments drawn from the nature of the human mind, will be victorious in the severest tests of actual trial.—*I. W. Andrews.*

John Adams wrote to his wife, "The education of our children is never out of my mind. Train them to virtue, habituate them to industry, activity, and spirit. Teach them to consider every vice as shameful and unmanly. Fire them with ambition to be useful. Make them disdain to be destitute of any useful knowledge." Let mothers heed the wise injunction.

A judicious foresight in so arranging everything beforehand as to prevent trouble, is far superior to any display of tact and skill, (or any amount of "brute force,") in managing difficulties, and disposing of them after they have arisen. "Prevention is immeasurably better than cure."

Resident Editors' Table.

GEORGE ALLEN, Jr., . . . Boston.	} RESIDENT EDITORS.	ELBRIDGE SMITH, Cambridge.
C. J. CAPEN, Dedham.		E. S. STEARNS, W. Newton.

THE July number of the *Edinburg Review* contains an article on "Popular Education in the United States," which for ability and research we rarely find surpassed : it abounds in statistics, facts and deductions ; and as we believe that, on account of the information it contains, it will be highly acceptable to all teachers, we shall publish it entire in our next number. In a highly favorable notice of the article in the *Boston Atlas*, the editor states that it has been attributed to the pen of the celebrated geologist, Sir Charles Lyell. To the author of the article and the few who are in the secret, if secret it be, it will no doubt be amusing to read the remarks of the press in this country on the subject, and the conjectures as to the real authorship. We will not disturb these conjectures by revealing the name until we have full authority. In the meantime, our scruples may be saved by the proper accreditation in the public prints. Suffice it to say that the writer of the article in the *Edinburg Review* is a gentleman of Boston of high legal attainments and of acknowledged learning and ability.

THE *Boston Journal* of August 18th reminds us of a very interesting article in the July number of *Blackwood*, giving an account of Pitcairn's Island, its early settlement, and its present condition. It is a review of the "History of Pitcairn, the Island and the Pastor," by Rev. T. B. Murray, published in London by the "Society of General Education and Literature." We can hardly believe that the original work itself will give a more graphic picture of this "Paradise in the Pacific." The writer of the article on this subject, in the *Journal*, signs himself "A Stranger in Boston," and in two instances speaks of the work of Mr. Murray as having been reviewed in *Littell's Living Age*. "Reviewed" he says, "with so much feeling and graphic power, under the head of Paradise in the Pacific, in *Littell*." We trust it is not the schoolmaster who is abroad, and "A Stranger in Boston." It may, however, be a slight and perhaps a pardonable mistake, but the injunction of Paul is applicable. "Render therefore to all their dues : tribute to whom tribute is due."

Are teachers generally aware of the fact that for ten dollars per annum they may procure the five principal English Reviews? Let teachers form clubs, and so reduce the expense in proportion to the number of members. We can assure our fellow teachers that the advantages attending such an expenditure cannot be over-estimated. We once heard a teacher say, in excuse for his not subscribing for a teacher's Journal, that he preferred to spend his money for the reviews, such as *Littell's Living Age*, the *Harpers*, &c. It is true, these furnish delightful and oftentimes very instructive reading, and are, perhaps, worth the money paid for them, but no true teacher should feel satisfied with what these alone contain. We venture the remark that no one can be sufficiently well posted on European literature and politics without reading the English Reviews; unless, indeed, he be an extensive reader of the original works upon which the reviews are based.

OUTLINES OF UNIVERSAL HISTORY, FROM THE CREATION OF THE WORLD TO THE PRESENT TIME. *Translated from the German of Dr. George Weber, by Dr. M. Behr, Professor of German Literature in Winchester College. Revised and corrected, with the addition of a History of the United States of America, by Francis Bowen, A. M., Alvord Professor of Natural Religion, Moral Philosophy, and Civil Polity, in Harvard College.* Published by Jenks, Hickling & Swan. Boston.

A new book, especially one intended as a class-book for institutions of learning, should present advantages over those in use sufficient to warrant its adoption. Having carefully perused the above work, we feel abundantly satisfied with its superior qualifications as a text-book, both for the higher classes in our grammar schools, and for our higher seminaries of learning.

Dr. Weber is Professor and Director of the High School at Heidelberg, Grand Duchy of Baden. He is a profound scholar, a man of sound judgment, and a critical investigator of facts. This impression we have received from reading his work; and we believe all his readers will be impressed in the same way. But to the above mentioned essential qualifications in an author of Universal History, he adds one which most teachers will deem indispensable,—we mean practical experience in teaching. He has not given us a chaotic mass of facts, leaving the young and unskilled reader to draw either no philosophical inferences at all, or else unreasonable ones: but he has made a careful selection of his materials, adopting those of chief importance, and arranging and classifying them in historical succession. His "effort has

been so to bring together the events of the world's history in their more prominent aspects and decisive moments, that the reader may obtain a clear idea of them; that the important facts may be exhibited, together with their causes and consequences, and thus be more strongly impressed upon the imagination, and consequently upon the memory."

Dr. Weber has performed this extensive task in a masterly manner. We believe that compilers of books often err in not presenting their facts to pupils in a pleasing form. No one, except for occasional reference, will turn with pleasure to a work in which mere facts are presented in a dull, common-place, unconnected manner. Metaphors, tropes, and other appeals to the fancy, are not out of place in history, provided they be made use of to give interest to the narrative, and that there be no departure from truth in the historical statements. But that a history may be useful in the highest sense, it should be philosophical. In giving facts, what is of chief importance,—causes and effects,—should not be lost sight of. The skilful writer of history, always truthful, will give a zest to his narrative by appealing in his language to the imagination of the reader, thereby strongly impressing the memory, clinching, as it were, in the mind what he desires should be retained, whilst by cunningly tracing effects back to their true causes he will be performing a lasting good to mankind.

We believe that the author has performed all that from his preface we could have anticipated. The style is simple and pleasing, well adapted to interest youth, as well as highly acceptable to the more mature student. Dates are accurately and fully given in the margin, where, in a work of this kind, they belong, so that the mind of the reader is not ever confused by constantly having his attention drawn to them upon the page before him when he has little use for them. Proper names are, in all needful cases, accented, so that there can be no doubt as to their proper pronunciation.

We believe that this work will give the student a better idea of European politics than any of the kind that has yet appeared, and will, to some extent, obviate the necessity of reading more extended treatises on the particular subjects, should he not have time or inclination for this.

Our thanks are most certainly due to the learned American editor; for it is to him that the American student is indebted for much of the interest which he will take in the narrative, and also for many valuable notes, and a more extended history of the United States with which he has enhanced the value of the work.

As will be seen below, it will probably be introduced as a textbook in Brown University, and will no doubt be adopted in Harvard College, and in most of the colleges and high schools of

the United States. It has appended to it a chronological table of about thirty pages. It is printed in one volume, large octavo, of about 550 pp., by Jenks, Hickling & Swan, Boston.

We would now call the attention of our readers to the opinions which Professors Gammell and Champlin have expressed in regard to the work.

Professor Gammell, of Brown University, says, "From the examination which I have given it, I have formed a high opinion of its merits as a compilation of general history. I have found it to be accurate, comprehensive, and well written, and considering that it embraces the world's history, it is unusually interesting and suggestive. The portions contributed by the American editor are in keeping with the high character of the work and add greatly to its value. I regard this work as by far the best text-book of the kind with which I am acquainted. I shall immediately introduce it among the books used in the course of historical studies in this University."

Professor Champlin, of Waterville College, writes, "It is truly a wonderful book. How so complete a history of the world could be compressed into so small a space, and be made so readable withal,—being almost as flowing, as picturesque, and as lively as the most brilliant monograph, may well be counted a new wonder. It seems the very essence and marrow of all histories; the well-considered and digested result of the vast stores of historical material which past ages have accumulated. It is the product of an age ripe in history, and cannot fail of being appreciated in such an age. In commending it to our students and others, I shall feel that I am pointing them to the very best book of the kind to be found in our language."

We regret that the proceedings of the late meeting of the American Institute will not appear in this number of the Teacher. It was feared that the prompt issue of the Teacher would have been hazarded by the necessary delay in preparing the account for the press, and it was therefore thought best to defer it until the next number.

To teachers who wish to avail themselves of Educational Statistics, we would say that Mr. J. H. Tenney, lately of Pittsfield, now of West Concord, N. H., has taken much pains in preparing an article on the subject for Adams's General Directory of Massachusetts, and that the results of his laborious researches may be found in the above mentioned work, under the title of "Education in Massachusetts."

We have received the following works from their respective publishers :

A HISTORY OF THE UNITED STATES OF AMERICA, *on a plan adapted to the capacity of youth, and designed to aid the memory by systematic arrangement and interesting associations.* By Charles A. Goodrich. Illustrated by engravings and colored maps, to which are added the Constitution of the United States and the Declaration of Independence. Revised from former editions and brought down to the present time. Boston: Jenks, Hickling & Swan.

This work has of late appeared in a new and highly acceptable style. Its pages are interspersed with accurate and beautiful maps, which greatly facilitate and make more pleasant the study of the History. As an evidence of its popularity, about twenty-five thousand copies of the work have been sold since it came into the hands of the present publishers, a little more than a year since, if we mistake not.

THE FIRST BOOK OF HISTORY, COMBINED WITH GEOGRAPHY; *containing the History and Geography of the Western Hemisphere. For the use of schools.* By the Author of *Peter Parley's Tales.* Illustrated by engravings and colored maps. Boston: Jenks, Hickling & Swan.

A revised and improved edition of this popular work has been issued, with important additions by one of the publishers, a gentleman of long experience in teaching, and who is well fitted to adapt the work to the wants of the present day. A preliminary treatise on geography has been added, and it has been thoroughly revised, conformably to the changes which, especially of late years, have taken place in our portion of the western continent. A feature appears in this work, as in the one above noticed, which has not been supplied in most text-books of history, and the want of which has frequently been expressed;—we mean the combining of geography with history. Events must have “a local habitation,” and the young mind must have something to hang its gathered facts upon. Geography furnishes this, not as an adventitious aid, but one close at hand, and which ought never to be neglected in the study of history. Would it not be well for teachers to carry out in the history lessons the plan of calling in the aid of geography? The improved edition of the “First Book in History” is based upon this plan, and as a text-book is in high repute. It has already reached its seventy-fifth thousand. It is used in the schools of Boston and Roxbury, and in most of the schools of New England.

CLASS BOOK OF PHYSIOLOGY; *for the use of Schools and Families, comprising the Structure and Functions of the Organs of Man illustrated by comparative reference to those of Inferior Animals. By B. N. Comings, M. D., Author of Principles of Physiology, Outlines of Physiology, The Preservation of Health, etc., etc.* New York: D. Appleton & Co., 200 Broadway. 1853.

The author, in his preface, expresses the belief that "Human Physiology can be made more easy of comprehension—more profitable, and more attractive to the young, by appropriate reference to the Comparative Physiology of the inferior animals, than by any other method." In style and execution this work presents all that could be wished for: the plates are superior in finish, and the type is of large size, and such as all school books should be printed in. We cannot speak from experience in the use of the work as a class book. In reading it, we have been much pleased with the fidelity with which the author has carried out his proposed plan.

MAPS.

IDE & DUTTON, 106 Washington Street, Boston, have the best collection of Maps in New England, and as good an assortment as can be found in the United States. We were surprised, lately, in looking over their collection, to find maps which we had supposed could not be obtained but by sending to Europe for them. All classical schools and academies should be supplied with copies of the large German maps of the Roman World, of Italy, and Greece. The late examinations for admission into Harvard and other colleges, show that these institutions have determined to raise the standard of acquirement in Ancient Geography and History on the part of candidates. A good Ancient Atlas will be of great advantage to the student. Will not other cities and towns follow the example of Boston, Charlestown, and Cambridge, and supply their schools with the best maps that can be obtained?

We hope, in a future number, to give a more particular account of the maps which may be found in the Messrs. Ide & Dutton's collection.

Teachers' Institutes will be held during the autumn as follows:

In Natick, - - - -	Oct. 10—15.
Millbury, - - - -	Oct. 17—22.
Conway, - - - -	Oct. 24—29.
Orleans, - - - -	Nov. 14—19.
Malden, - - - -	Nov. 28—Dec.—3.